SAT Overview

February 2017

Brought to you by the College Board and the Maine Department of Education

Agenda

► Our goal today is to provide an overview for school staff to prepare you for the spring 2017 SAT administration.

   ► Planning for Test Day

   ► Planning Rooms & Staffing

   ► Accommodations

   ► Registration

   ► Test Materials & Administration

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Key Dates

Activity	Audience	Dates
Accommodations Requests	SSD Coordinator	Now-2/15/17
Registration Information Arrive (includes SDQ and fee waiver cards)	District/Schools	January 2017
Test Day Supervisor Training	Test Center Supervisor SSD Coordinator Test Day Staff	2/2/17 – 3/17/17
Admission Tickets Arrive in Schools	Test Center Supervisor/Students	3/29/2017-3/31/2107
Test Materials Arrive in Schools	Test Center Supervisor SSD Coordinator	3/29/17-3/31/17
Test Day	Test Center Supervisor Test Day Staff	4/5/17
Accommodated Test Window for students on the NAR	SSD Coordinator	4/5/17-4/14/17
Makeup Test Day	Test Center Supervisor Test Day Staff	4/25/17

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Planning for Test Day

Testing Roles

▶ **Test Center Supervisor** – responsible for all aspects of the SAT administration at the school

▶ **Services for Students with Disabilities (SSD) Coordinator(s)** – responsible for overseeing all aspects of the SAT administration for students testing with accommodations

▶ **Associate Supervisor** – manages test administration within a testing room

▶ **Proctors** – assists the associate supervisor with monitoring students in the testing room

▶ **Hall Proctor**– responsible for monitoring the hallways on test day

▶ **Principal** – receives general information about test day activities

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Test Center Supervisor Role

The Test Center Supervisor (TCS) is responsible for:

► All aspects of the administration at a school, including:

  ► Pre-admin activities like test center set-up, planning rooms and staff for test day, and receiving and securing test materials

  ► Everything on test day, including distribution of materials, monitoring all test day activities and staff, packaging and returning test materials, and completing Supervisor Irregularity Reports

  ► Identifying staff to serve as Associate Supervisors, Proctors and Hall Proctors for test day staff support

► The TCS may choose to enlist the aid of others at the school to help him/her test day planning and set-up

► The TCS will remain the main contact and receive all communications from the College Board and ETS

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Services for Students with Disabilities Coordinator Role

The Services for Students with Disabilities (SSD) Coordinator is responsible for:

▶ Being the school's liaison with the College Board's Services for Students with Disabilities office and submitting accommodation requests for all students who request them at his/her school.

▶ Administering the test to students who have accommodations that appear on the Non-standard Administration Report (NAR).

▶ Schools will identify a primary SSD Coordinator. To establish themselves as an SSD Coordinator, the person will need to:

  ▶ Have a College Board Professional Account

  ▶ Complete the SSD Coordinator Form, found on collegeboard.org/ssd

  ▶ Receive an access code to link your SSD Online access to your College Board professional account.

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Associate Supervisor Role

The Associate Supervisor Role is responsible for:

► Supervising everything within a testing room including management of all testing materials, administering the test, and monitoring test-takers to ensure a fair administration.

- ► Must be a district employee

- ► Each room requires one Associate Supervisor

- ► One Associate Supervisor must be designated as the back-up for the Test Center Supervisor

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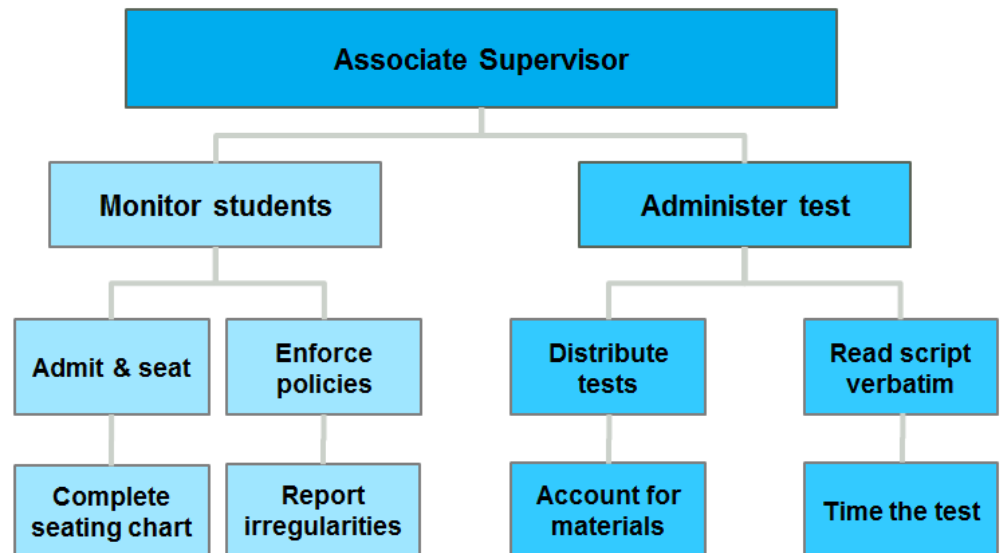
Room Proctors and Hall Proctors

Room Proctors and Hall Proctors are responsible for:

▶ Assisting the Test Center and Associate Supervisors

    ▶ Proctors help set up the testing area and monitor testing

    ▶ Hall Proctors patrol the hallways during testing to make sure the testing area remains quiet and secure

    ▶ Must be a district employee

Room Proctor
- Help with center setup & admission
- Answer questions
- Help distribute materials
- Monitor test-takers & report violations

Hall Proctor
- Help with center setup & admission
- Direct students to rooms
- Patrol halls & report violations
- Cover for staff on breaks
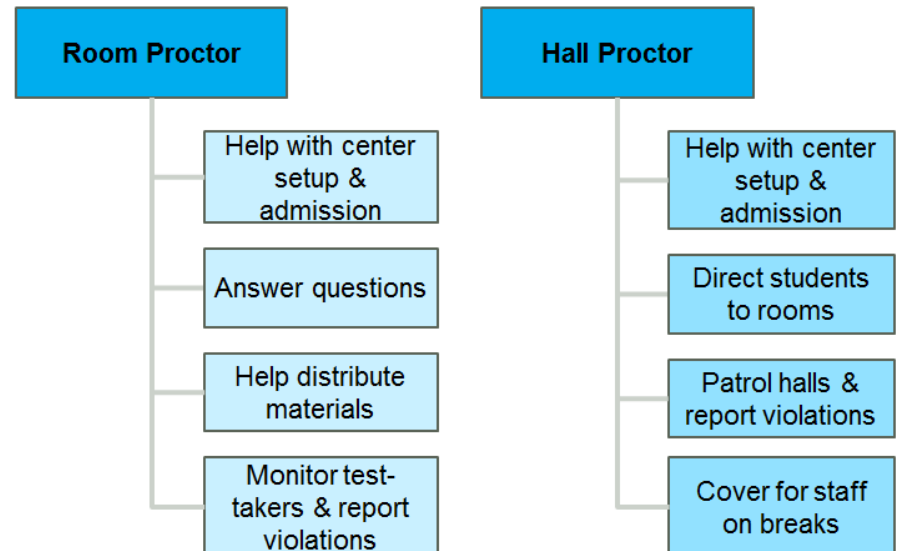
SAT Planning for Test Day

► The standard schedule includes testing room doors closing at 8 a.m. for pre-admin activities and testing beginning at 8:30 a.m.

► Schools may alter the start time by 30 minutes and therefore close testing room doors as early as 7:30 a.m. or as late as 8:30 a.m., and they may start testing any time between 8:00 a.m. and 9:00 a.m.

► The start time applies to standard test takers as well as accommodated test takers in both the primary and make up administrations.

► Schools must complete testing before breaking for lunch.

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SAT Planning for Test Day

► The pre-administration time includes important directions and completing information on the answer sheet. This must be completed on test day for SAT.

SAT	SAT with Essay (in minutes)
Pre-admin Time	30
Reading	65
Break	10
Writing and Language	35
Math (no calculator)	25
Break	5
Math (with calculator)	55
Break	2
Book collection/ Essay distribution	15
Essay	50
Total (hours, minutes)	**4h, 52m**

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Training for Test Center Supervisors

► Test Day Training

   ► Test Center Supervisors are required to read all Supervisor manuals in advance of test day

   ► College Board's Online Supervisor Training will be available in February and should be completed by the end of March

   ► The Test Center Supervisor is responsible for training other testing staff

► Implementation Training Kits will be shipped in mid-to-late February

► Test Center Supervisors should have the printed manuals with them on test day for quick and easy reference

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Planning Rooms and Staffing

Testing Rooms

Room Type	Standard	Standard w/ accommodations	Non-Standard Roster	NAR***	State-Allowed (formerly MPO)
Description	No accommodations are used	Approved accommodations that can be used in a standard test room	Approved accommodations that need special timing considerations	Approved accommodations requiring special materials, supervision, or multiple day testing	Accommodations allowed by Maine that do not result in college-reportable score
Accommodation Examples (NOT EXHAUSTIVE)		14 point print Large-block answer sheet Wheelchair accessibility Magniifier	Extended breaks Extra breaks	50% Extended time w/essay 100% Extended time Breaks as needed Braille MP3 audio	ASL Interpreter EL Math Only EL Extended Time
Person Responsible	Test Center Supervisor	Test Center Supervisor	Test Center Supervisor	SSD Coordinator	SSD Coordinator
Test Date	April 5, 2017	April 5, 2017	April 5, 2017	April 5, 2017	April 5, 2017
Make-up Test Date	April 25, 2017	April 25, 2017	April 25, 2017	Anytime in window: April 5-14, 2017	Anytime in window: April 5-14, 2017
Test Book Color	Purple	Purple	Pink	Blue	Lime

Planning for Testing Rooms

► Size of cohort testing and size of rooms used for testing determine number of rooms needed. Options include:

    ► Larger spaces, such as auditoriums and gymnasiums

    ► Smaller spaces, such as classrooms

► Location of testing rooms within the building

    ► Separated from other classes/tests on different schedules or taking different assessments

    ► Minimize noise and other disruptions when classes or other assessments break

    ► Area where there will be minimal noise/distractions from outside the building

    ► Access to restrooms

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Seating and Furniture Requirements

► Use chairs with backs

► Face seats in the same direction

► Place chairs directly behind those in the preceding row

Separate each student by a minimum of four feet from right to left (measure from center of desk)

► Ensure unimpeded access to every student by staff

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Seating and Furniture Requirements

► Seat only one student at a table measuring six feet in length or less.

► Seat students at least four feet apart and facing the same direction if tables longer than six feet are used.

► Provide a large, smooth writing surface, preferably desks or tables.

► Tablet-arm chairs must have a minimum writing surface of 12 x 15 inches.

► Study carrels, lapboards, language laboratory booths, and tables with partitions or dividers are not acceptable.

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Sample Seating Plans

SAMPLES OF APPROVED SEATING PLANS: X = ONE EXAMINEE

Plan IA: level seating
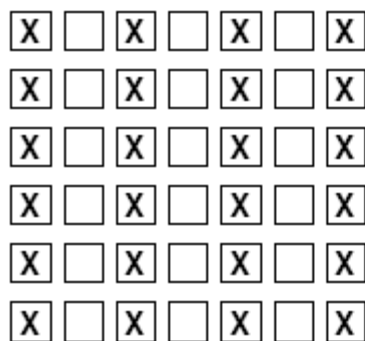
Plan IB: level seating
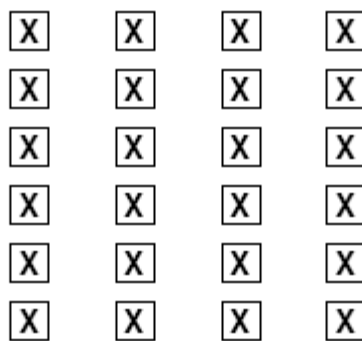
Plan II: elevated seating

Plan III: tables

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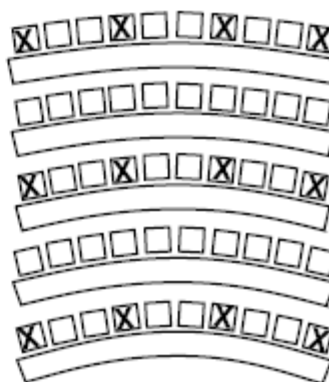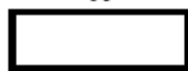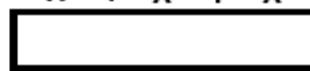
Planning for Staffing Needs

+ There should be a minimum of one Associate Supervisor (test administrator) for every 34 students.

+ For rooms with more than 34 students, assign additional proctors to help.

+ At least one Hall Proctor is needed, but more could be needed depending on the number of testing rooms in use.

Room Proctors Needed

Apply the ratios listed here on a room-by-room basis.
1. Start with one associate supervisor per room.
2. For each room, add room proctors if needed:

Number of Test-Takers	Number of Proctors
For a Single Standard Testing Room	
1 – 34	0
35 – 50	1
51 – 100	2
101 or more	1 proctor for each additional 50 students
For a Single Nonstandard Testing Room	
1 – 10	0
More than 10	1

Hall Proctors Needed

1. Start with one hall proctor.
2. Add hall proctors if you have more than five rooms:

Number of Rooms	Number of Hall Proctors
1 – 5	1
6 – 10	2
11 – 15	3
16 – 20	4
More than 20	1 proctor for each additional 5 rooms

Planning for Staffing Needs

▶ How can different room configurations change staffing needs?

▶ Example: Your school is testing 100 grade 11 students for SAT School Day.

  ▶ Room configuration option #1:

  ▶ Using 4 classrooms of 25 students each.

Test Center Supervisor

Associate Supervisor for Room #1	Associate Supervisor for Room #2	Associate Supervisor for Room #3	Associate Supervisor for Room #4

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Planning for Staffing Needs

▶ How can different room configurations change staffing needs?

▶ Example: Your school is testing 100 grade 11 students for SAT School Day.

　▶ Room configuration option #2:

　▶ Using the gym to test all 100 students together.

Test Center Supervisor

Associate Supervisor

Proctor	Proctor

Planning for Test Day

Other Considerations

► School schedules will require some adjustments

    ► Lunch periods

    ► Testing cannot be interrupted for lunch, so lunches must take place after testing is complete

    ► Students may eat snacks during breaks

► Bell schedules

    ► Bells must be silenced during test administration

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Accommodations

SSD Coordinator

- Schools will identify a primary **Services for Students with Disabilities (SSD) Coordinator** who is responsible for:

  - Being the school's liaison with the College Board's Services for Students with Disabilities office.

  - Submitting accommodation requests for students with demonstrated needs.

  - All aspects of testing at the school for students with accommodations who appear on the Non-standard Administration Roster (NAR).

  - Ensure all test day staff are appropriately trained to assist students

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Services for Students with Disabilities (SSD)

The College Board is committed to making sure that students with disabilities can take the exams with the accommodations they need, and will **consider all requests** to ensure that we measure students' academic abilities, regardless of their disabilities.

► SSD reviews requests for accommodations for students with documented disabilities taking PSAT/NMSQT, SAT® and other CB assessments.

► Once approved for accommodations, with limited exceptions, student remains approved for all College Board tests.

► There is **no set "list"** of accommodations: We receive, and approve, requests for new types of accommodations on a regular basis.

► College Board requires that a student have a documented disability, however there are **no set documentation** requirements. We will review any documentation that is provided.

► Accommodations required for CB tests may differ from those needed in school

► We encourage schools to work with the parents – The request process is most efficient when the school submits a request online, has all available documentation, and when parents are aware of what accommodations are being requested.

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Accommodations – New for April 2017

- ► SSD Online system improvements released in October. Additional enhancements to the school verification process planned for January 2017.

- ► Testing window for students that appear on the NAR.

- ► New Braille Format – UEB format will be shipped with EBAE format

- ► Translated Test Directions for English Language Learners

  - ► Scores will be college and scholarship reportable

  - ► NO accommodation request required

  - ► Printed versions of the test directions will be downloadable for educators to distribute to students on test day as needed.

    - ► Arabic, Haitian-Creole, Mandarin, Portuguese, Polish, Russian, Spanish, and Vietnamese

  - ► Schools can also provide translated test directions with approved district/school translators for languages other than these 8 and will also be college reportable.

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Supports & Accommodations

Available to all Students →

- Repeat directions
- Time remaining notifications
- Calculator for w-calculator sections
- Translated Test Directions

Standard Test Format →

- Extended Time
- Additional Breaks
- Modified settings
- Reader
- Scribe
- Large block answer sheet
- Permission for meds, food, drinks

Alternate Test Formats

- Braille
- Large Print
- MP3
- Assistive Technology

NOTE: Examples only, does not represent all accommodations

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Accessing SSD Online

► SSD Coordinators from other College Board testing will already have access to SSD Online.

► Once any new SSD Coordinator(s) are identified they should request access to the SSD Online system.

► To access the system, the SSD Coordinator will need to:

  ► Have a College Board Professional Account

  ► Complete the SSD Coordinator Form, found on www.collegeboard.org/ssd

  ► Receive an access code to link your SSD Online access to your College Board professional account (First time only). May take 1-2 days to receive the access code.

  ► A school may have multiple SSD Coordinators.

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What is the Application Process?

▶ **Online request process** - Log in at any time to see status of students' request or to print a list of approved students. Go to: www.collegeboard.org/ssdonline

What is the Application Process?

1. Print a **parental consent** form and have the parent sign it

2. Go to SSD **Online** (CB Professional account **required)**

3. **Enter** basic student information

What is the Application Process?

4. **Answer questions** about student's disability and confirm.

What is the Application Process?

5. **Answer questions** about requested accommodations.

What is the Application Process?

6. **Answer questions** about the student's plan and documentation.

What is the Application Process?

7. Many requests will be approved automatically through our school-verification system. Based on the information provided by the SSD Coordinator, the system will identify "No Documentation is Required".

What is the Application Process?

8. In some cases, you may be prompted to provide **additional documentation**.

9. The system will request documentation and provide examples of the types of documentation that is helpful. The documentation suggested is based on the type of disability and accommodation being requested.

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My Account | Logout

Services for Students with Disabilities

Your Accommodation Request Is Ready to Submit

DOCUMENTATION NEEDED. In order for us to determine if the requested accommodations are appropriate, you will need to fax, mail or upload documentation of the student's need for accommodations. Documentation should demonstrate the student's disability, impact of the disability on College Board tests, and need for the specific accommodations that are requested. Based on the student's disability and requested accommodations, the documentation listed below is recommended. We recognize that you may have other forms of documentation that may also be helpful. If you do not have the documentation that is suggested, or if you have other documentation that you believe will assist us in determining the student's need for accommodations, other types of documentation may be substituted or added. Please see collegeboard.org/ssd for additional information regarding documentation.

Recommended Documentation (Please read above, not all examples noted are required.)

1 **Cognitive Ability** (Commonly used tests that measure cognitive abilities)

Cognitive ability tests should be comprehensive, individually administered, standardized and norm-referenced assessments of general intellectual ability as well as specific cognitive domains or processes. They measure abilities such as abstract reasoning, visual processing, general knowledge, memory and attention, information processing, and processing speed. Abbreviated or brief measures (i.e., WASI, KBIT-2, etc.) are not comprehensive diagnostic assessments and, without an additional battery of tests are not sufficient to evaluate cognitive ability. Please provide scaled and/or standard scores for each administered subtest, composite/cluster scores, and an overall measure of general intellectual ability.

? Why is this recommended?

2 **Academic Achievement** (Commonly used tests that measure academic achievement)

Achievement tests should be individually administered, nationally-normed, comprehensive assessments of academic achievement. They measure academic functioning in areas such as reading, math and written expression. Abbreviated academic measures (i.e., WRAT-4, etc.) are not comprehensive diagnostic assessments and, without an additional battery of tests are not sufficient to evaluate a disability. Please provide standard scores for all academic subtests, as well as the written report. Age or grade equivalents, ranges, percentiles or RPI scores are not sufficient.

? Why is this recommended?

3 **Psychiatric Evaluation**

For psychiatric disabilities, documentation should show that a comprehensive assessment was conducted to arrive at the diagnosis and to determine the need for the requested accommodation(s). Documentation should include a history, the nature and severity of symptoms, summary of assessment procedures and evaluation instruments used to make the diagnosis, a narrative summary of the evaluation results, treatment and medication (past and current) as well as a rationale for each accommodation recommended by the evaluator. A qualitative description of how your disability impacts your academic functioning, specifically its functional impact on your ability to take College Board tests, should be included. In most cases, a medical note is not sufficient and cannot serve as a substitute for the comprehensive testing.

? Why is this recommended?

4 **Psychiatric Update within one year**

For psychiatric disabilities, an annual evaluation update should be done within 12 months of the request for accommodations, describing the current manifestation of your disability and the effect that it has on your academic functioning and ability to participate in standardized tests.
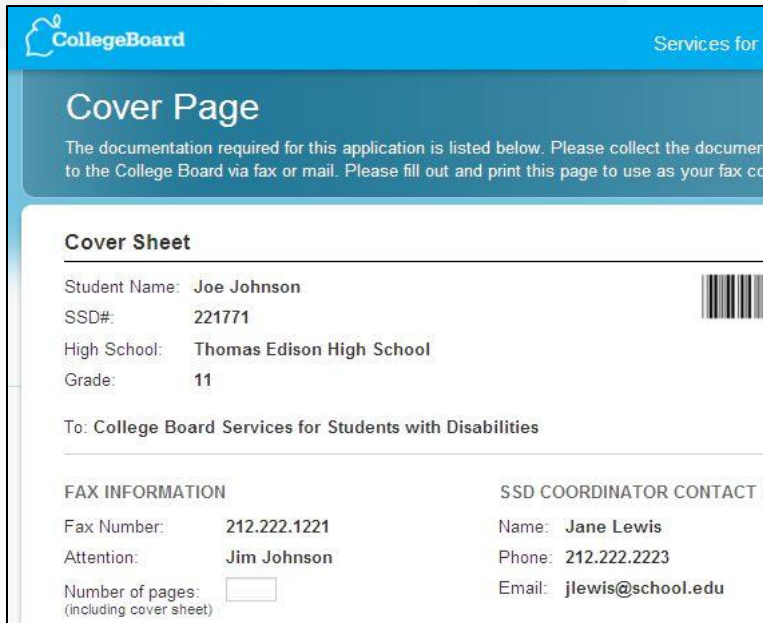
? Why is this recommended?

5 **Teacher Observations**

Teacher observations regarding the impact of the student's disability in school and the student's use of accommodations for school-based tests (Teacher survey form may be used)

? Why is this recommended?

Print Documentation Checklist

rd

What is the Application Process?

11. **Submit** documentation (upload to SSD Online, fax, or mail) when required

12. Receive e-mail **notification** that decision has been made; log in to view decision letter

Accommodations – Changes to Previously Submitted Requests

+ Reopen the request

  + From the Dashboard, locate the student

  + Select "options;"

  + Click "Change Request;"

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Accommodations – Changes to Previously Submitted Requests

+ Print, complete, and fax in the change request form to College Board's secure electronic document system.

+ The status of the request will change to Document Review and once approved, the SSD Online Dashboard will reflect the approval status.

Documentation Guidelines

► Documentation recommendations **vary** depending on the disability and the accommodation requested.

► Documentation should provide **evidence** of the following:

   ► The disability

   ► The degree to which the student's activities are affected (functional limitation)

   ► The need for the specific accommodation requested

► Documentation that includes the following is **most helpful** in the review process:

   ► State the specific disability as diagnosed

   ► Be current (varies based on disability/documentation)

   ► Provide relevant educational, developmental and medical history

   ► Describe the comprehensive testing techniques

   ► Describe the functional limitations

   ► Describe the specific accommodations

   ► Establish the professional credentials of the evaluator

► Send documentation that was used to make the determination even if out of date with any current information about the student. Please note that schools are not required to have students retested to support any documentation request.

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Documentation of Disabilities

► Documentation for **Learning Disabilities/ADHD**

  ► Most helpful:

    ► Scores from **nationally-normed**, **individually administered** testing and report from psycho-educational evaluation should be included.

    ► Include the student's standard or scaled scores (Age/grade equivalents and/or percentiles are not sufficient), as well as full report.

    ► WRAT, Nelson-Denny, WASI and/or KBIT alone are not sufficient, without other documentation

    ► College Board does not require a specific test

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Documentation of Disabilities

► Documentation for **Physical/Medical Disabilities**

  ► A summary of assessment procedures and evaluation instruments used to make the diagnosis

  ► A narrative summary of the evaluation results, and

  ► A rationale for each accommodation recommended by the evaluator.

  ► Temporary medical conditions are not disabilities and have a separate process.
    See website for details.

► Documentation for **Visual Disabilities**

  ► Include the student's visual measurements and results from the most recent eye examination

  ► If the diagnosis is based on a visual motor dysfunction, phorias, fusional ranges, depth perception and visual accommodation measurements should be included. Justification for the request of any or all accommodations should be provided.

► Documentation of **Psychiatric Disorders**

  ► Provide qualitative information regarding disability and its impact on student's ability to take College Board tests.

  ► Include frequency, duration and intensity of symptoms

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Documentation of Accommodations

► Extended time

　► Documentation that *time* is an issue

　► Keep in mind: No self-pacing – consider other accommodations

► Computer

　► Documentation of an impact on written expression skills

　► Where an applicant requests a computer because of dysgraphia, the student should include documentation of a fine motor problem and an academic test of written language

　► Keep in mind: Computer is generally available for essays only; all special equipment must be requested

► Four-function calculator (for non-calculator sections)

　► Documentation on an impact on math calculation

　► For non-calculator sections, only basic, four-function calculator would be approved (no scientific or graphing calculator)

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What if Documentation is Not Available?

The College Board documentation guidelines are recommendations for the documentation we find most helpful, however we understand that the requested documentation may not be available. In those cases, alternate documentation such as the following can be provided:

► Detailed description of the process used to determine that accommodations are needed, including all assessment tools used by the school to determine the nature and scope of disability

► Supporting documentation that demonstrates the student's disability, describes its impact on the student's activities, and supports the need for the requested accommodation

► Outdated psychoeducational evaluations and test scores, if available, along with information about student's current abilities

► Other information such as teacher surveys, detailed performance reports, writing samples, etc.

Common Reasons Why Applications are Not Approved

► Insufficient documentation

► Documentation not current

► Requesting inappropriate accommodations (e.g., extended time versus extra breaks)

► No diagnosed disability

► No functional impact

► Accommodation interferes with test validity

Any application can be resubmitted with additional documentation for consideration even if after the deadline. College Board will review submissions to work on approvals for the make-up test day.

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Special Cases

► Changes in accommodations

    ► If a student's accommodation needs to be changed, the SSD Coordinator can use SSD Online to request the change.

► Students who transfer

    ► If a student had previously been approved for accommodations by the College Board while at his or her old school, the SSD Coordinator can use SSD Online to move the student to his or her dashboard. There is no need to reapply for accommodations unless there is a change in need. We encourage communications between schools/districts to confirm status.

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Using the Rosters

Login

- There is only one user provided access. It will be the Test Center Supervisor provided to Maine DOE during setup.

- Rosters will be updated as student registrations change. You can expect updates after the initial roster after 3/17/17 and 4/15/17.

- There will be only one roster for initial and makeup testing.

- After initial testing, the Supervisor will need to maintain a copy to track students who will need to test on the makeup date.

Access Attendance Rosters

SAT Online Roster Options Menu

⚠ **Important Message**

It may take over a minute to process the attendance roster information for larger test centers.

Please click on the SUBMIT button only one time. Clicking on the SUBMIT button more than once may delay the processing of your attendance roster.

The roster will truncate Last and First names that are longer than 15 and 12 characters, respectively. Match all the displayed characters on the roster to the admission ticket and photo ID.

Please select an option to proceed:

○ Test Center Information

○ Attendance Rosters

○ Center Summary

Check another Test Center/Admin Date   **Submit**

Supervisor Roster – Attendance Roster

(Purple Books)

NOTE: Test takers within the same Group Type must be tested in the same room(s). Test takers from different Group Types must not be seated in the same room, unless specifically noted. If a test taker chooses to opt in or out of the essay at check in, please indicate by making an X in the "Opt Into Essay / Opt Out Of Essay" column.

	Student's Name			Registration Number	P- Present/ A- Absent / X-No Entry	Date Of Birth	Sex	Photo Required	Age 21 and Over	Verify ID	Verify Admin Ticket	High School Code	Opt Out Of Essay
	Last	First	M.I.										
1 *	COHEN	SAYAK		00428 32848		05/11/ 2001	M	N	N			0000 03	
2 *	HULETT	NICHOLAS	H	00428 32844		10/02/ 1999	M	N	N			1444 30	

Supervisor Roster – Non Standard Accommodations
(Pink Books)

- Students with non-standard accommodations will display on roster with an indicator of the accommodation code.

	Student's Name			Registration Number	P-Present/ A-Absent/ X-No Entry	Date Of Birth	Sex	Photo Required	Age 21 and Over	Verify ID	Verify Admin Ticket	High School Code	Opt Into Essay
	Last	First	M.I.										
1 E T	JAMEL Has accommodations: 016, 018	KHAN		00428 34802		06/02/ 1997	F	N	N			4710 65	
2 E T	NEMO Has accommodations: 016, 018	SER		00428 34795		11/03/ 1996	F	Y	N			4710 65	

Supervisor Roster – Decoding Non-Standard Accommodations

Code	Accommodation
056	Other assistance — SSD staff will confirm
066	Auditory amplification

Students with any of these accommodations must be tested in the nonstandard testing room. Extended-time accommodations are applied depending on the test taken.

Code	Accommodation
039	Extended breaks
040	Extra breaks
068	Permission to test blood sugar
069	Small group setting

Code	Extended Time Accommodation	SAT
016	50% Reading extended testing time	Extend... Extend...
017	50% Writing extended testing	Extend...

(Group Type: T8)

ET = 50% extended time

NOTE: Test takers within the same Group Type must be tested in the same room(s). Test takers from different Group Types must not be seated in the same room, unless specifically noted. If a test taker chooses to opt in or out of the essay at check in, please indicate by making an X in the "Opt Into Essay / Opt Out Of Essay" column.

Student's Name			Registration Number	P- Present/ A- Absent / X-No Entry	Date Of Birth	Sex	Photo Required	Age 21 and Over	Verify ID	Verify Admin Ticket	High School Code	Opt Into Essay
Last	First	M.I										
SNOWDEN ET Has accommodations: ET=MATH ONLY 039, 018	RICHARD		004283 4497		05/13/1997	M	N	N			4721 10	

time | Extended time for all tests

Note – some students may receive extended time on the entire test or, on specific sections. The roster and decoder will indicate this

Rosters for SSD Coordinators

- SSD Coordinators are responsible for testing students with school-based accommodations.

- A Non Standard Administration Roster (NAR) is available for download on SSD Online.

  – Students appearing on this roster will be tested in either the cyan room(s) for college-reportable or the lime room(s) for non-college reportable.

  – The roster provides the approved accommodations for each student.

  – SSD Coordinators will be asked to complete attendance information for each tester and return with their testing materials.

Rosenberg, Allyson (#0007156089)

DOB: November 22, 1995 Gender: Female   Test Administration Start Date:_____

___ Check here if student was absent   Test Administration End Date:_____

NAR Roster – Non-Standard Accommodations

SAT Specific Test Date – School Day Test Version

SAT Specific Test Date – School Day Test Version (Summary Roster)

2012 SAT® Nonstandard Administration Report

_____

Date Generated: **Mar 8, 2012**

School Code: **342027**

School Name: **FIRST FLIGHT HIGH SCHOOL**
                        100 Veteran Drive, Kill Devil Hills, NC 27948, US

Test Date: **Mar 10, 2012**

The following is a summary roster of students testing with College Board approved accommodations. Detailed Nonstandard Administration Reports for each student are available in the following pages. and listed in the same order as in the tables below.

- The students listed below are grouped by the test type for which they are registered (SAT test and SAT with Essay test and their approved accommodations are indicated. On test day students taking different types of tests (SAT test and SAT with Essay test) must test in separate rooms.
- Additionally, students whose accommodations require different testing schedule (e.g. extended time vs extra breaks vs standard timing) should test in separate rooms to minimize distractions during testing.

SAT

LAST NAME	FIRST NAME	SSD#	Accommodations
CONNELLY	KATY	#0004118359	
FERRELL	GABRIELLA	#0007156089	
GUY	FIERY	#0007156098	

Viewing all Registered Students

- Use the College Board Report Portal
- Run the Roster Report

Roster Report

- Review Students Registered by Test Date

Test Materials

Test Material Order Window

► The College Board will determine which materials to ship based on:

► The list of bulk registered students

► A limited number of materials for test day registration

► The school requested accommodations

Standard Room Testing	Roster Testing with Accommodations	NAR Room Testing with Accommodations

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Test Day Materials

► Schools will receive Admission Tickets along with test materials for all students.

► Test material shipments will include testing manual, test materials, test day forms and other instructions.

► Materials will arrive 3/29/2017 to 3/31/2017

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Accommodated Testing Window Materials

► Students who are testing with certain accommodations, identified on the Non Standard Accommodation Report (NAR) will have a window to test.

► The Accommodated Testing Window for students on the NAR.

    ► Accommodations window 4/5/17 – 4/14/17

► Students testing with accommodations over 2-days should test on consecutive days. All testing must be complete by 4/14/17.

► There is no additional makeup testing date.

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Makeup Test Day Materials

► Students, not testing in the accommodated window, who miss the initial test date will test on the makeup date.

► This is for students who were absent due to illness or other valid reasons on the primary date; it is NOT for students to "choose" to test on a second date.

► On April 5th, Test Center Supervisors will be emailed requesting a count of the students requiring makeup materials.

  ► Use the testing room rosters to provide an accurate count by 4/7/17 in order to receive materials.

► For students testing on the makeup date:

  ► New SAT test books will be sent for all students testing on 4/25/17

  ► *****Be sure to return ALL of your materials after the primary test date*****

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Who do I ask my questions?

Contact Information

College Board's Maine SAT School Day Support:

► SATSchoolDaySupport@collegeboard.org; (855) 373-6387

Pat Doyle *Director, State and District Partnerships*

► pdoyle@collegeboard.org; (207) 495-2284

John Fallon *Exec. Director, College Readiness Assessments*

► jfallon@collegeboard.org; (212) 713-7796

Nancy Godfrey *DOE Assessment Coordinator*

► nancy.godfrey@maine.gov; (207) 624-6775

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Key Dates

Activity	Audience	Dates
Accommodations Requests	SSD Coordinator	Now-2/15/17
Registration Information Arrive (includes SDQ and fee waiver cards)	District/Schools	January 2017
Test Day Supervisor Training	Test Center Supervisor SSD Coordinator Test Day Staff	2/2/17 – 3/17/17
Admission Tickets Arrive in Schools	Test Center Supervisor/Students	3/29/2017-3/31/2107
Test Materials Arrive in Schools	Test Center Supervisor SSD Coordinator	3/29/17-3/31/17
Test Day	Test Center Supervisor Test Day Staff	4/5/17
Accommodated Test Window for students on the NAR	SSD Coordinator	4/5/17-4/14/17
Makeup Test Day	Test Center Supervisor Test Day Staff	4/25/17

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